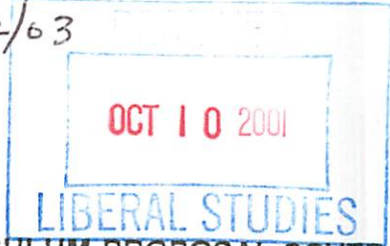


UWUCC Appr 11/11/03
Senate Appr 12/2/03

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Submission Date: _____
Action-Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

R-5/4/01

I. CONTACT

Contact Person Dr. Fredalene Bowers Phone 7-4046

Department Human Development and Environmental Studies

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Adolescent: Fam & Soc
Suggested 20 character title

New Course* CDFR 325 Youth, Family & Society
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

_____ New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

_____ New Program Name

III. Approvals (signatures and date)

James L. Heckroth 4/4/01
Department Curriculum Committee

Linda A. Nelson
Department Chair

Mary E. Semler 9/26/01
College Curriculum Committee

Parleen C. Zoni
College Dean

- Director of Liberal Studies (where applicable)

*Provost (where applicable)

Gail Sedquist 11/11/03
UWUCC Co-Chair



Rev.

Catalog Description for CDFR 325

CDFR 325 Youth, Family & Society

(3c-01-3cr)

Focuses on the parenting of adolescents and adolescents as parents. Special emphasis is given to identifying risk and resiliency factors when working with youth and families in the field of human services. A variety of human development theories are examined in an attempt to understand the adolescent from both an individual and a societal point of view.

Syllabus of Record

1. Catalog Description

CDFR 325 Youth, Family & Society

3 class hours

0 lab hours

3 credit hours

(3c-01-3cr)

Prerequisites: CDFR 218 Child Development
CDFR majors or by permission

Focuses on the parenting of adolescents and adolescents as parents. Special emphasis is given to identifying risk and resiliency factors when working with adolescents and families in the field of human services. A variety of human development theories are examined in an attempt to understand the adolescent from both an individual and a societal point of view.

II. Course Objectives

Upon completion of the course, students will be able to:

1. identify risk factors in the family and society that impact the development of the adolescent.
2. list resiliency factors and developmental assets in the family and society that facilitates healthy growth.
3. review, analyze and report current human development research dealing with various aspects of adolescence growth.
4. examine issues surrounding the parenting of adolescents including problematic behaviors.
5. discuss specific challenges facing adolescents parents and their children.
5. identify the impact of poverty, social and ecological factors on adolescents and families.
6. investigate social service systems, community supports and other integration strategies for adolescents and their families.

III. Course Outline

- A. Risk & Resiliency Factors 12 lecture hours
 - 1. Four Domains of Risk Factors
 - a. Individual and Peer
 - b. Family
 - c. Community
 - d. School
 - 2. Resiliency factors
 - a. External Assets
 - b. Internal Assets

- B. Human Development Research 4 lecture hours
 - 1. Physical Growth
 - 2. Brain Development and Cognition
 - 3. Social Relationships

- Exam I 1 lecture hour

- C. Parenting Adolescents 12 lecture hours
 - 1. Parental changes in midlife affecting adolescents
 - 2. Parenting Styles
 - 3. Parent/Adolescent Conflict
 - 4. Impact of Divorce and Remarriage
 - 5. Problematic Behaviors
 - a. Eating Disorders
 - b. Self-Injury
 - c. Substance Use and Abuse
 - d. Delinquency
 - e. Depression and Suicide

- Exam II 1 lecture hour

- E. Adolescents as Parents 7 lecture hours
 - 1. Adolescent Sexuality
 - 2. Effects of Poverty
 - 3. Impact of Welfare Reform
 - a. TANF (Temporary Aid for Needy Families)
 - 4. School and Community-Based Services
 - a. Pregnant and Parenting Teen Programs
 - b. Teen Fatherhood Initiative

F. Social Supports for Adolescents and Families

5 lecture hours

1. Community-Based Programs

a. ATOD (Alcohol, Tobacco & Other Drugs) Programs

b. Family Health Services

c. Therapeutic Support Services

2. School-Based Services

a. Student Assistance Program

b. Alternative Education Programs

Final Exam

2 lecture hours

IV. Evaluation Methods

The final grade for the course will be determined as follows:

- 48% Exams. Three exams (two exams and a final exam) consisting of multiple choice, matching, completion and short essay.
Exam I & II - 75 points each
Final Exam 50 points
- 18% Paper. Each student will prepare and present a paper worth 75 points
- 14% Review of four current research articles on adolescent development.
15 points each - total 60 points
- 20% In-Class Assignments. Response paper to assigned articles from Annual Editions: Adolescent Psychology (current edition).
Eight responses @ 10 points each

Grading Scale - Points

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	59% and below

V. Attendance Policy:

The University expects all students to attend class. Individual faculty members will establish attendance guidelines consistent with University policies.

VI. Required Textbooks, supplemental books and readings

Required readings:

Elkind, David. All Grown Up and No Place to Go: Teenagers in Crisis. (Revised Edition), Perseus Books, MA, 1998.

Garbarino, James. Lost Boys. Simon and Schuster Inc., New York, 1999.

Paciorek, Karen and J. Munro. Annual Editions: Adolescent Psychology. Dushkin/McGraw-Hill. Connecticut, 2003-2004.

Pipher, Mary. Reviving Ophelia, Ballantine Books, 1995.

VII. Special resource requirements

None

VIII. Bibliography

Current

Adams, Gerald R. (Ed.). Journal of Adolescent Psychology, Sage Periodicals Press, London, 1998.

Arnett, Jeffrey. (2nd Ed.) Adolescence and Emerging Adulthood. Prentice Hall, New Jersey, 2004.

Cobb, Nancy J. (5th Ed.). Adolescence. McGraw Hill, New York, 2004.

Haugaard, Jeffrey. Problematic Behaviors During Adolescence. McGraw Hill, New York, 2001.

Karr-Morse, Robin and M. Wilen. Ghosts from the Nursery. The Atlantic Monthly Press, New York, 1997.

Pollack, William. Real Boys, Henry Holt & Company, New York, 1998.

Historical

Adelson, Joseph. Handbook of Adolescent Psychology, John Wiley & Sons, Inc., N.Y., 1980.

Atwater, Eastwood. Adolescence (2nd Ed.), Prentice Hall, New Jersey, 1988.

Blos, Peter. On Adolescence: A Psychoanalytic Interpretation. McMillan Company, New York, 1962.

Caron, Ann. Strong Mothers - Strong Sons: Raising Adolescent Boys in the '90's. Henry Holt & Company, New York, 1994.

Elkind, David. A Sympathetic Understanding of the Child: Birth to Sixteen. (3rd Ed.) Allyn and Bacon, Boston, MA, 1994.

Farel, Anita. Early Adolescence: What Parents Need To Know. Center for Early Adolescence, Carrboro, NC, 1982.

Hill, John P. Understanding Early Adolescence: A Framework. Center for Early Adolescence, Carrboro, NC, 1982.

Hipp, Earl. Fighting Invisible Tigers: A Stress Management Guide For Teens, Free Spirit Publishing, Inc., MN, 1994.

Ingersoll, Gary. Adolescents (2nd Ed.), Prentice Hall, New Jersey, 1989.

Werner, E. & R. Smith, Overcoming the Odds: High Risk Children from Birth to Adulthood, Cornell University Press, New York, 1992.

Course Analysis Questionnaire

Section A. Details of the Course

- A1 This course will be an elective for students in the B.S. in the Child Development and Family Relations program. The course is not intended for inclusion in the Liberal Studies program.
- A2 This course does not require changes in any other courses or programs in the department.
- A3 This course has not been offered at IUP on a trial basis.
- A4 This course is not intended to be dual level.
- A5 This course is not to be taken for variable credit.
- A6 Similar course is offered at another institution:
University of Pittsburgh, The Adolescent, Family and Culture
- A7 The content of this course is not required by any professional society, accrediting authority, law or other external agency.

Section B: Interdisciplinary Implications

- B1 This course will be taught by one faculty member from the Human Development and Environmental Studies Department.
- B2 This course does not overlap with any other courses at the University. EDSP 373 Psychology of Adolescent Education is offered in the spring semester through the Educational Psychology Department for undergraduates considering the graduate program in Educational Psychology. The focus is behavior and educational and social problems of adolescents in relation to the educational setting.

This course will focus on the adolescent's interactions and relationships within the family and within the community. The parenting of adolescents and adolescents as teen parents will also be studied. The course will be designed for CD/FR majors working with adolescents in community settings and the social services field.

- B3 One seat in each section of this course will be reserved for a student in the School of Continuing Education.

Section C: Implementation

C1 No new faculty are needed to teach this course. One section of this course can be accommodated in an existing faculty member's schedule every spring semester. Since the course will be an elective, it can be interchangeable with other electives.

C2 Other Resources

- a. Current space allocations are adequate to offer this course.
- b. There is no additional equipment needed for this course.
- c. The department budget is sufficient to purchase supplies for this course.
- d. There is no monies needed for travel funds.

C3 No grant funds are associated with this course.

C4 This course will be offered in the Spring semester.

C5 One section of this course will be offered at a time.

C6 Thirty-five students can be accommodated in this course.

C7 There are no professional society recommended enrollment for this course.

D. Miscellaneous

No additional information is necessary.